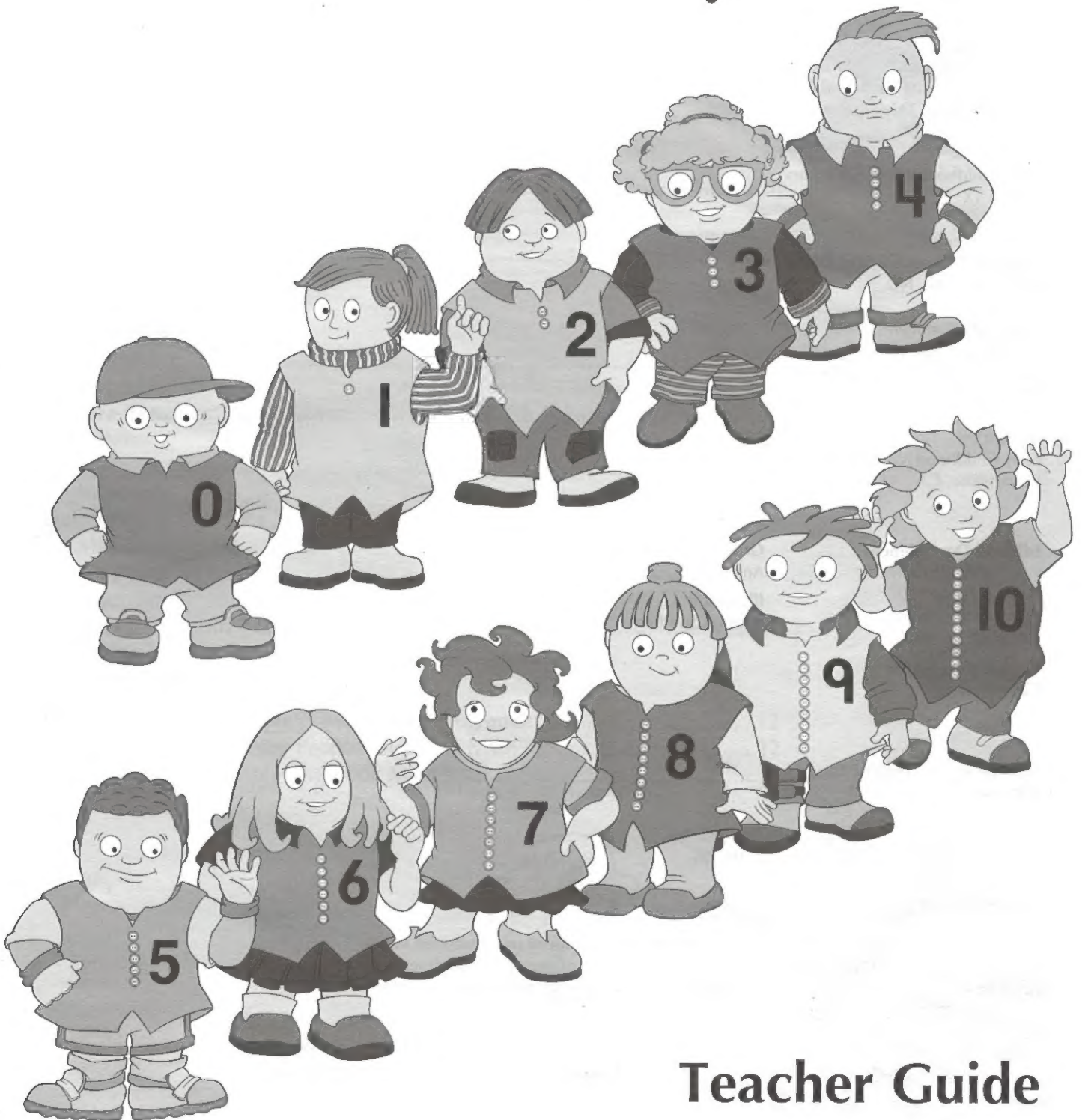


# The Number People™



Teacher Guide

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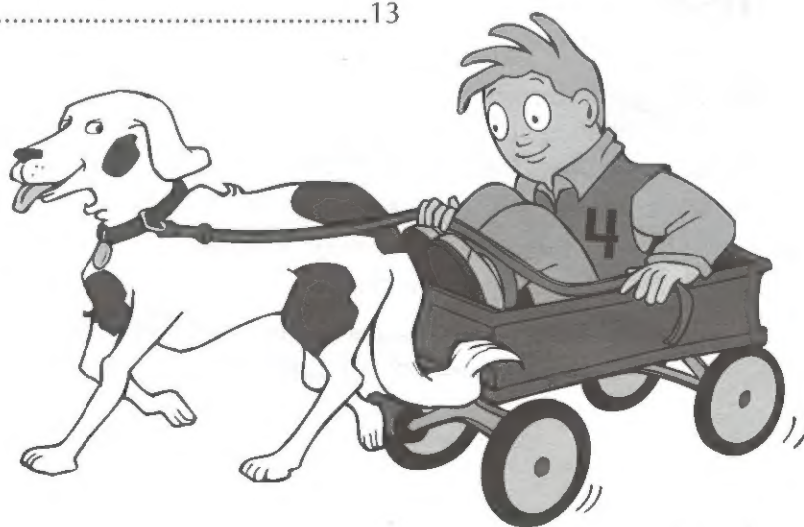
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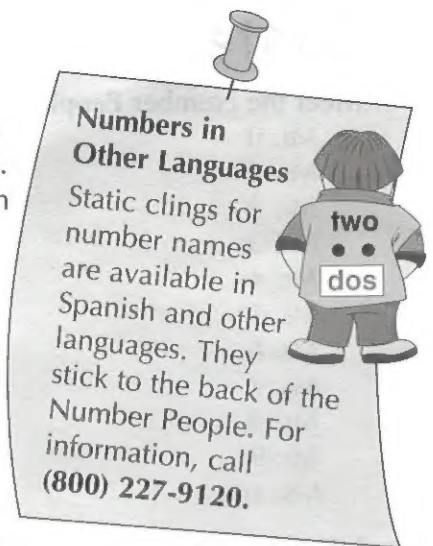


# Meet the Number People™

Your children will love getting to know the Number People—11 new friends who help to create a lively, inviting learning environment for young children. They make an ideal supplement to any math program. The front view of each Number Person shows the numeral and a corresponding number of buttons. The back view shows the number name and a corresponding number of dots. These friendly characters are designed to help children associate number names with numerals and amounts—and discover that math is fun!

Introduce each Number Person following the procedure outlined on page 6. You may choose to start with Mr. 0 and work your way up to Ms. 10 or wait until the children have met some or all of the other Number People before introducing Mr. 0.

Remember, the secret to making the Number People come alive in your classroom is this: Treat them like people. The children will do the same. In no time, the children will be talking to and counting with their new friends, listening to and problem solving with them—and learning mathematics from them!

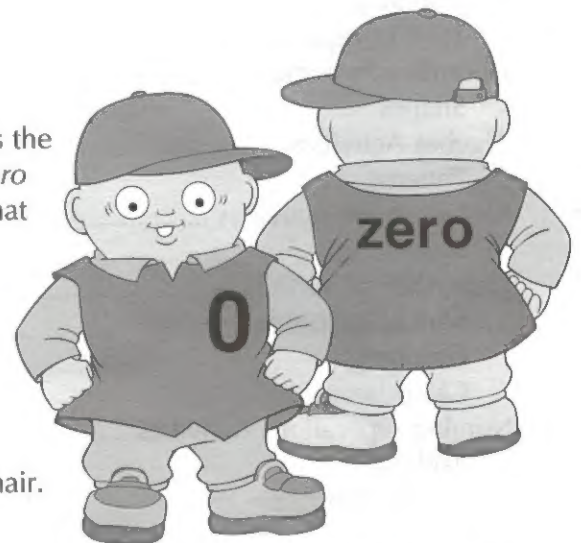


## Mr. 0

If you have not introduced children to the concept of *zero*, this is the perfect time to do so. Explain that *zero* means there are none. *Zero* represents an empty set. To reinforce the concept, tell children that Mr. 0 has zero pets, or no pets.

**Introduction:** Pretend to hear a noise inside a closet, a box, or a drawer. Each time you look inside, exclaim: "It's empty!" Keep looking around the room until you find Mr. 0.

**Special Features:** Mr. 0 has no buttons on his vest and no hair.



## Ms. 1

Ms. 1 has lots of friends, but she likes to spend time by herself, too. Her favorite pastime is riding her unicycle. It has 1 wheel! She has such a beautiful singing voice that she always gets to sing solos—all by herself. Her piggy bank is filled with—you guessed it—pennies. Each penny is worth 1 cent. Ms. 1 has 1 goldfish for a pet.

**Introduction:** Notice Ms. 1 standing by herself in the classroom.

**Special Features:** Ms. 1 has 1 button on her vest, 1 ponytail, and is holding up 1 finger.

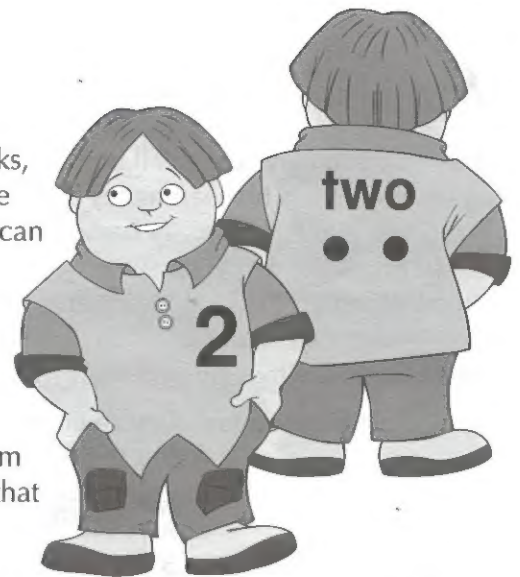


## Mr. 2

Mr. 2 likes things that come in sets of 2, or in *pairs*: eyes, ears, socks, mittens, and so on. Can the children think of other things that come in pairs? Mr. 2 likes riding his bicycle because it has 2 wheels. He can do something no other Number Person can do—count by 2's! (Some children may be ready to try this themselves.) Mr. 2 has a pair of parakeets—each with 2 legs.

**Introduction:** Walk around the classroom picking up pairs of objects (that you placed there in advance). Ask: "Who went around our room putting things in sets of 2?" Mr. 2 will say that he did it.

**Special Features:** Mr. 2 has 2 buttons on his vest, 2 sections in the front of his hair, and 2 pockets on his pants.



## Ms. 3

Ms. 3 likes triangles because they have 3 sides and 3 corners. She rides a tricycle—it has 3 wheels. In her spare time, she collects shamrocks (they have 3 leaves) and runs in the 3-legged race. She has 3 pet rabbits. They each have 3 spots!

**Introduction:** Let children discover Ms. 3 on a tricycle in the classroom.

**Special Features:** Ms. 3 has 3 buttons on her vest and 3 ponytails in her hair.

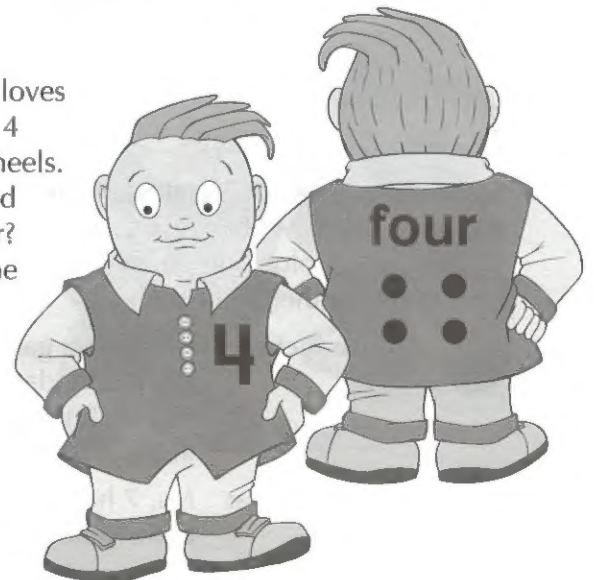


## Mr. 4

Mr. 4 loves rectangles—they have 4 sides and 4 corners. He also loves squares because they are special rectangles that have 4 sides and 4 corners that are all the same. He rides a quad because it has 4 wheels. He has a 4-legged pet—a dog with 4 spots. His piggy bank is filled with quarters. Do the children know that 4 quarters equal a dollar? Mr. 4 always cuts his sandwiches into 4 pieces (quarters) before he eats them.

**Introduction:** You will find Mr. 4 in a wagon. He likes to ride in it because it has 4 wheels. He might have some quarters, rectangles, and squares in the wagon with him.

**Special Features:** Mr. 4 has 4 buttons on his vest and 4 sections in his hair.





## Mr. 5

Mr. 5 likes to play basketball because 5 teammates play at a time. Win or lose, he gives his teammates high 5's after every game. Mr. 5 has 5 pet ferrets. His piggy bank is full of nickels—worth 5 cents each. Mr. 5 has a special skill: He can count by 5's! Can any of the children do this? He also wants the children to count their fingers and toes. How many fingers do they have on one hand and how many toes on one foot? 5!

**Introduction:** Before children arrive, place Mr. 5 in the middle of a big, yellow, construction-paper star on the classroom floor. Mr. 5 says that he made the star himself. It has 5 points!

**Special Features:** Mr. 5 has 5 buttons on his vest and 5 sections in his hair. He is holding up 5 fingers to do a high 5.

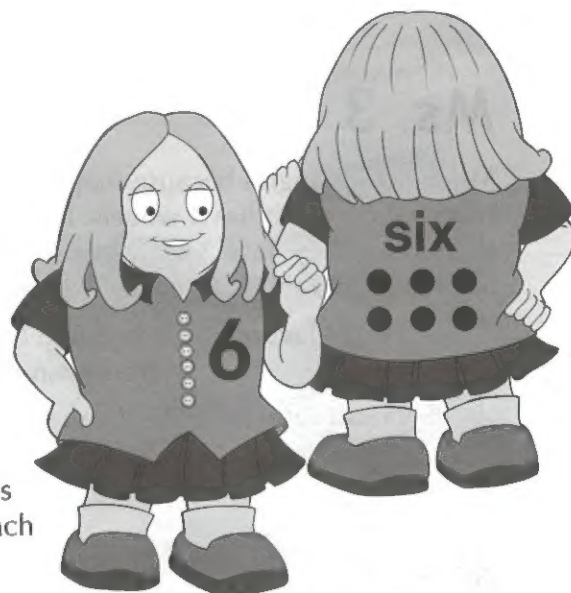


## Ms. 6

Ms. 6 likes to collect insects because they have 6 legs. She also likes to build with blocks—especially cubes and rectangular prisms because they have 6 faces.

**Introduction:** Allow the children to find Ms. 6 in the block corner or reading a book about insects.

**Special Features:** Ms. 6 has 6 buttons on her vest, 6 sections in the front of her hair, and 6 pleats on each side of her skirt.



## Ms. 7

Ms. 7 eats a stack of 7 pancakes every morning—7 days a week! She loves rainbows because they have 7 colors in them: red, orange, yellow, green, blue, indigo, and violet. Her pet chameleon can turn all 7 colors in the rainbow!

**Introduction:** When you gather the children for your daily calendar routine, you will discover Ms. 7 standing by the calendar looking at the 7 days of the week.

**Special Features:** Ms. 7 has 7 buttons on her vest and 7 curls in her hair.

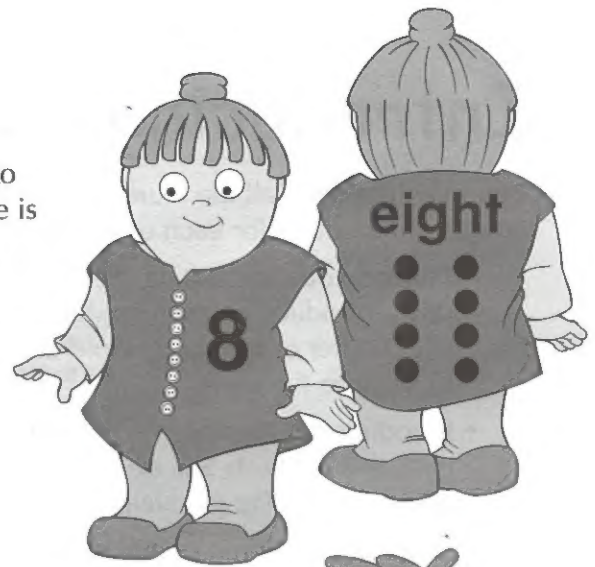


## Ms. 8

Ms. 8 has a pet octopus. It has 8 arms, or tentacles! She wants to know if the boys and girls have ever seen a STOP sign. Its shape is an octagon, with 8 sides. Ms. 8 also loves spiders because they have 8 legs. Her favorite game is Crazy 8's.

**Introduction:** The children might find Ms. 8 playing with a stuffed octopus.

**Special Features:** Ms. 8 has 8 buttons on her vest and 8 sections in her bangs.

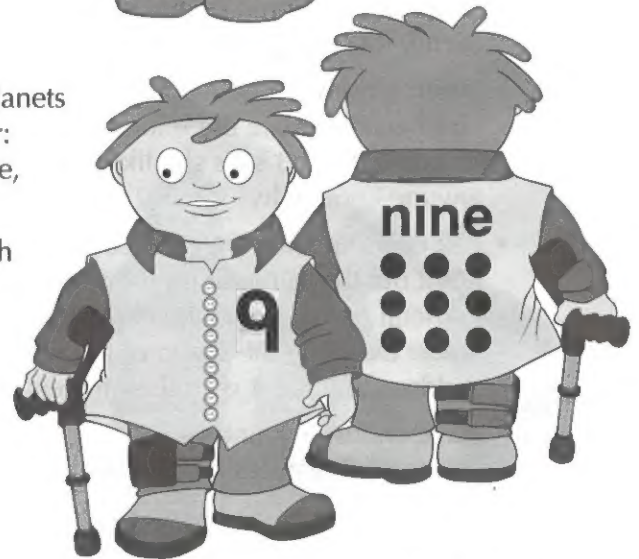


## Mr. 9

Mr. 9 likes to study outer space. He knows that there are 9 planets spinning around our sun! He likes to say their names in order: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. He has a pet cat. (It has 9 lives!)

**Introduction:** Mr. 9 might be found looking through a telescope or reading a book about outer space.

**Special Features:** Mr. 9 has 9 buttons on his vest and 9 tufts of hair.



## Ms. 10

Ms. 10 can count by 10's! Can any of the boys and girls do that? Her favorite game is 10-pin bowling. She has a pet turtle with 10 spots. Her piggybank is full of dimes worth 10 cents each. Do the children know that 10 dimes equal a dollar? Ms. 10 wants the children to count all their fingers. How many are there altogether? 10! Now count toes.

**Introduction:** Ask the children if they hear a clinking noise. Follow your ears to a corner of the classroom where Ms. 10 is dropping dimes into a piggybank.

**Special Features:** Ms. 10 has 10 buttons on her vest and 10 sections in her hair. She is holding up 10 fingers.





# Introducing a Number Person

You may introduce all the Number People the same way or come up with a unique introduction for each one. (See pages 2–5 for suggestions.)

- Pretend you are meeting the Number Person for the first time. Introduce yourself, and ask the Number Person to tell you her or his name. Hold the person up to your ear to listen to the reply.
- Introduce the Number Person to the children: “Boys and girls, this is Ms. 1. She says she has come all the way from Number People Neighborhood to meet you.”
- Encourage children to introduce themselves to their new friend, following your model.
- Listen closely as the Number Person tells you about him/herself. Relate the information to the children. For example: “Ms. 3 says she likes to ride her tricycle. Does anyone know why? It has 3 wheels!”
- Ask children what they notice about the Number Person. Point out the numeral on the front of the vest. Say the numeral name and invite children to repeat it several times. Describe the shape of the numeral and ask children to trace it with their fingers on a table or in the air.
- Have children count the buttons on the Number Person’s vest. Point out any special features that emphasize the number. (See pages 2–5.) For instance, Ms. 1 has 1 ponytail in her hair.
- Ask the Number Person to turn around. Point to the number name on her or his back. Spell it as you point to each letter. Invite the children to repeat the number word several times. (If you are using clings for another language, you can place them over the English word or under the dots on the back of the Number Person for this activity.)
- Point out the dots on the Number Person’s back. Count them together.
- Invite children to hold up the appropriate number of fingers.
- The Number Person will want the children to look around the classroom for things that have the numeral or number word on them, or that come in that number—such as 2 doors, 4 windows, and so on.
- If you choose to introduce the concept of odd and even numbers, draw attention to the Number Person’s skin. Odd Number People have green skin, and even Number People have blue skin. Mr. 0 is neither odd nor even; he has lavender skin.





# Number People™ Math

Use the Number People Portrait Cards in activities related to these six math strands: Number, Geometry, Algebra, Measurement, Data Analysis, and Number Operations. The strands are listed in the order in which the skills are typically introduced. Adapt the activities to the skill level of your children. Return to favorite activities often for practice and reinforcement. If you are using *Big Book Math™*, *Let's Begin with the Letter People®*, or *Land of the Letter People®*, refer to the charts at the end of this guide for suggestions about when to use the following Number People activities.

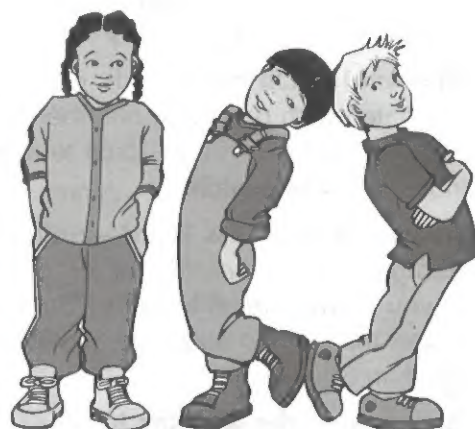
## Number Activities

### Numerical Recognition

**Number or Letter?**—Hold up Letter People® (or letter cards) and Number People one at a time. Ask children to tell you whether each is wearing a letter or a number. What makes it a letter or number?

**Who Is It?**—Hand out the Number People Portrait Cards. Call out a number and have the child with that Number Person hold him or her in the air. Or hold up a Number Person and call on a volunteer to identify the numeral.

**Make My Number**—Display a Number Person and have children form that number out of sand, paint, blocks—or even their own bodies. Children might also write the number with crayons, pencils, or markers.



### Counting

**Count My Buttons, Count My Dots**—Have children count the buttons and dots on the Number People.

**1, 2, 3, Count**—Rote count with children every day. Try beginning and ending with different numbers; for example, begin with 7 and count to 25.

**Count Backwards with the Number People**—Line up the Number People in numerical order. Have children count backwards from 10 as you point to each Number Person in reverse order.

**Count by 2's with Mr. 2**—Have children who are ready try skip counting. They might also try counting by 5's with Mr. 5 and by 10's with Ms. 10.

**How Many?**—Hand out the Number People Portrait Cards. Show children sets of objects. Have children count the objects. The child holding the Number Person who represents the number of objects holds her or him up.

**Count and Clip**—Give children clothespins. Have them clip the number of clothespins that matches the numeral to the edge of each Number Person Portrait Card.

**Hop, Skip, Jump—and Count!**—Choose a volunteer to call out an action, such as hop, clap, or stamp feet. Choose another volunteer to hold up a Number Person. The rest of the children perform the action that number of times.

**Number People Hats**—Have individuals or small groups work together to make a hat for one of the Number People. The hat should have the appropriate number of items on it. For example, Mr. 5's hat could have 5 stars. Attach the hats with paperclips. You might also have children string macaroni necklaces for the Number People with the appropriate number of "beads." Children will also enjoy making number hats and necklaces for themselves.

**Our Favorite Things**—Choose a Number Person, such as Ms. 3. Give each child a blank book. On each page, have children draw one of the Number Person's favorite things, such as shape (triangle), transportation (tricycle), story (*The Three Little Pigs*), and so on.

**Who Am I?**—On index cards, draw or glue pictures of items associated with particular Number People, such as a tricycle, 4 quarters, or a 6-legged insect. Invite children to match the index card to the Number Person and explain the match.

**Greater Than or Less Than?**—Hold up two Number People. Ask children, for example: Is 8 *greater than* or *less than* 3? Is 2 *greater than* or *less than* 5? How do you know? (Ms. 8 has *more* buttons on her vest than Ms. 3 has, so 8 is *greater than* 3.) To make the activity more challenging, ask: 2 is how many less than 5?

**Numerical Order with the Number People**—Have children put the fronts of the Number People in numerical order. When children can recognize the number words, have them put the backs of the Number People in numerical order.

**Count It Out**—Give individuals, pairs, or small groups some Number People and some small objects to count. Have them choose a Number Person, count out that many objects, and place them next to the Portrait Card.



## One-to-One Correspondence

**One-to-One with the Number People**—Give a child a Number Person. Have the child turn the person over and place a small object on each dot on the Number Person's back while counting.

**Living Number Line**—Have 11 children each hold a Number Person and stand in numerical order. Ask children to identify the *first* Number Person in the line and the *last* Number Person. Ask similar questions using other ordinals such as *third*, *tenth*, and so on. Count the children and the Number People in the number line. Point out the one-to-one correspondence. Ask questions such as: What number comes *before* 6? What number comes *between* 8 and 10?



# Geometry Activities

## Shapes

**Ms. 3's Triangles**—As you introduce individual shapes, involve the appropriate Number People. Ms. 1 could introduce a circle because it has 1 curved line; Ms. 3, the triangle because it has 3 sides and 3 corners; Mr. 4, the rectangle and square; Ms. 6, cubes and rectangular prisms, which have 6 faces; Ms. 8, the octagon; and so on.

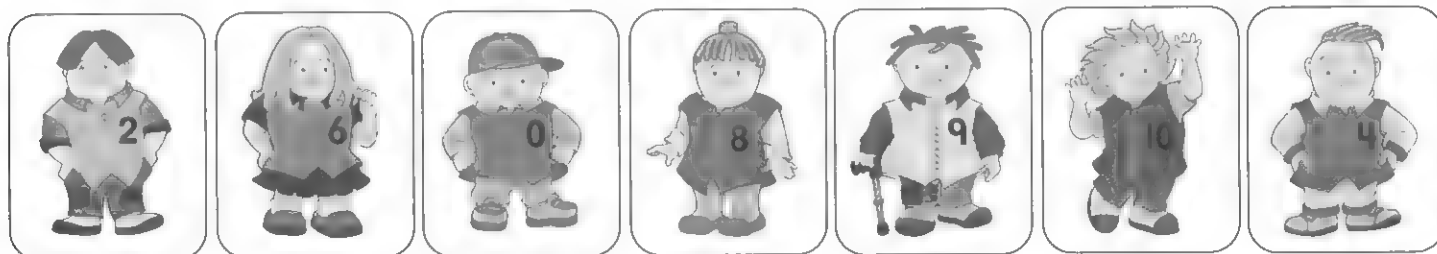
**Count Corners**—Help children count corners, sides, edges, and faces on two- and three-dimensional shapes. Have children hold up the correct Number Person to show how many.

# Algebra Activities

## Patterns

**Point Out Patterns**—Point out patterns on the Number People, such as the stripe pattern on Ms. 1's shirt or Ms. 3's pants.

**Number People Patterns**—Create patterns with Number People (for example, boy-girl/front-back/odd-even/long hair-short hair). Ask children to create, copy, and complete such patterns. As children become more proficient at patterning, make the patterns more complex.



# Measurement Activities

## Measuring

**Measure with the Number People**—Show children how to measure with a Portrait Card (for example, a table is 3 Number People wide).

**How Long Is It?**—Have children measure length or height with standard or nonstandard units. Hold up the Number Person to represent how many units long or tall something is.

**How Tall Are the Number People?**—Measure the Number People themselves with standard or nonstandard units. Have children compare the Number People. Is Ms. 3 *taller* or *shorter* than Mr. 5?

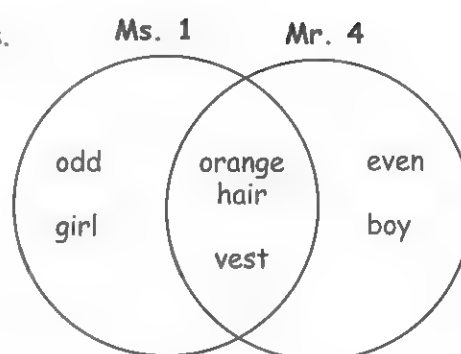
# Data Analysis Activities

## Matching/Sorting

**Number People Sort**—Have children sort the Number People into categories of their own choosing. Ask them to explain their groupings. (If necessary, suggest categories such as hair color or length, boys/girls, odd/even numbers.) Try some Venn diagrams, as shown, if children are ready.

**Number People Match-Up**—Give children a set of objects and have them match it to the correct Number Person. Matches might include number of objects in the set, objects with a certain number of sides or corners, and so on.

**Ms. 3's Three-Ring Circus**—Put 3 hoola hoops on the ground with 3 different types of stuffed circus animals, such as lions, tigers, and elephants. Have children put each group of animals in a separate ring and count the animals in each group. They can hold up a Number Person to show the amount.



## Graphing

**Number People Graph**—Make a Number People graph with categories such as boys/girls; hair color or length; etc. Write each Number Person's name on a card and have children tape it in the appropriate row of the graph. Include the Number People, as appropriate, in any other graphs the class creates.

**How Many on the Graph?**—Count the items in each row or column of a graph. Have a child hold up the appropriate Number Person to show how many items. You might extend the activity by having children compare rows and tell you how many more or fewer items there are.

Number People Hair Color			
Orange	Ms. 1	Mr. 4	Mr. 9
Purple	Mr. 5	Mr. 2	Ms. 7
Blue	Ms. 3		
Yellow	Ms. 6	Ms. 10	
Green	Ms. 8		

## Calendar

**Days of the Week with Ms. 7**—Review the 7 days of the week with Ms. 7.

**Calendar Countdown**—Have children count down the days to a favorite event. Display a Number Person to show how many days are left until the big day.



4 days left until  
the class party!



# Number Operations Activities

## Addition

**Mr. 2 + Ms. 3 = Mr. 5**—Hold up two Number People and ask children to add the numbers. Remind them to count the dots on the back or the buttons on the front of the two Number People to find the sum. Be sure to include Mr. 0.



**Add It Up**—Have children add numbers, or sets of objects/manipulatives, and hold up the Number Person to show the sum.

## Subtraction

**How Many Are Left?** Have children take away, or subtract, items from a set and hold up the appropriate Number Person to show how many are left. Again, be sure to include 0.

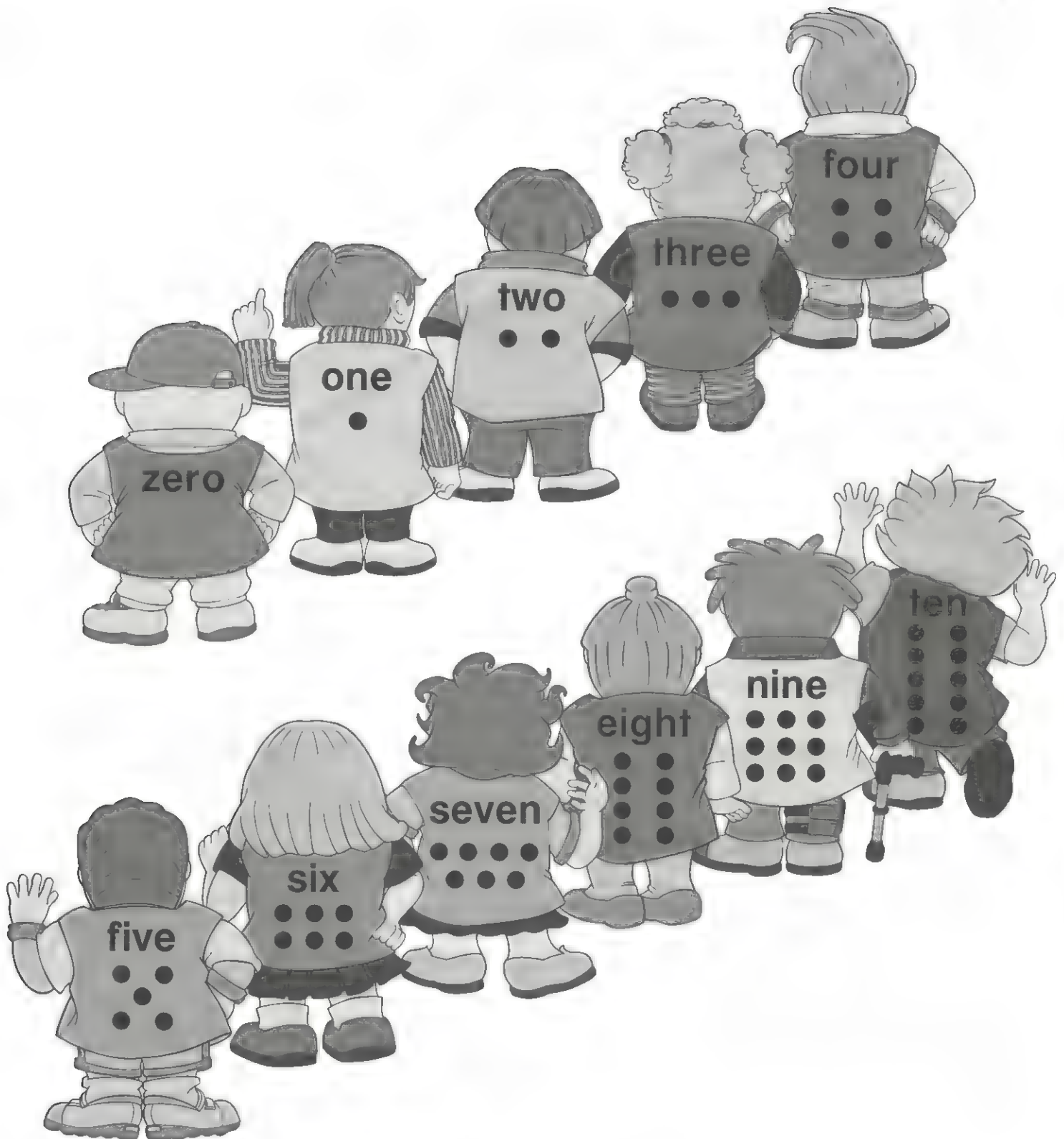
# Using the Number People™ with Let's Begin with the Letter People® (Pre-K) and Big Book Math™

Let's Begin Theme/Letter Person/Unit	Big Book Math™ Big Book	Number People™ Activities (See pages 7–11.)
<b>All About Me</b>		
<b>Mr. N:</b> What's My Name?		Introduce Number People, Numeral Recognition
<b>Ms. W:</b> What Will I Wear?		Introduce Number People, Numeral Recognition
<b>Ms. P:</b> My Body	<i>Counting at the Zoo</i>	Counting
<b>Mr. H:</b> I'm Healthy	<i>Match-Up Fun</i>	1:1 Correspondence
<b>Mr. M:</b> All About My Senses		Counting, 1:1, Numeral Recognition
<b>Ms. A:</b> We All Have Feelings	<i>Look for Shapes</i>	Shapes
<b>Getting Along with Others</b>		
<b>Mr. B:</b> We Share	[revisit <i>Look for Shapes</i> ]	Shapes
<b>Ms. K:</b> We're Kind	[revisit <i>Counting at the Zoo</i> ]	Counting
<b>Mr. D:</b> Families Help Each Other	<i>Solid Shapes</i>	Shapes
<b>Ms. F:</b> We're All Different		Counting, 1:1, Shapes
<b>Mr. O:</b> What Is Opposite?	<i>Let's Make Patterns!</i>	Patterns
<b>Everyone Has Needs</b>		
<b>Mr. C:</b> Everyone Needs Food		1:1, Shapes, Patterns
<b>Ms. E:</b> Everyone Needs Exercise	<i>How Do We Measure?</i>	Measuring
<b>Ms. Y:</b> Everyone Needs a Rest		Measuring, Patterns
<b>Mr. G:</b> Everyone Needs a Home	<i>How Do We Tell Time?</i>	Measuring
<b>Ms. T:</b> On the Go—Safely	[revisit <i>Counting at the Zoo</i> ]	Counting
<b>Animals, Animals, Animals</b>		
<b>Ms. S:</b> Animals at Home	<i>We Can Graph It!</i>	Matching/Sorting, Graphing
<b>Mr. R:</b> Animals on the Farm		Matching/Sorting, Graphing
<b>Mr. Z:</b> Animals at the Zoo	[revisit <i>Counting at the Zoo</i> ]	Counting, 1:1, Matching/ Sorting, Graphing
<b>Mr. I:</b> Insects Everywhere	[revisit <i>How Do We Measure?</i> ]	Measuring, Matching/Sorting, Graphing
<b>Mr. Q:</b> Dinosaurs Long Ago		Measuring, Graphing
<b>Nature All Around Us</b>		
<b>Ms. V:</b> Seeds and Plants		Measuring, Matching/ Sorting, Graphing
<b>Ms. L:</b> Light and Dark	<i>It All Adds Up</i>	Addition
<b>Ms. U:</b> Water	<i>How Many Are Left?</i>	Subtraction
<b>Ms. J:</b> Sounds		Addition, Subtraction
<b>Mr. X:</b> Planets and Stars		Addition, Subtraction



# Using the Number People™ with Land of the Letter People® (Kindergarten) and Big Book Math™

Land of the Letter People Theme/Letter Person/Unit	Big Book Math™ Big Book	Number People™ Activities (See pages 7–11.)
Let's Get Started		Introduce Number People, Numeral Recognition
<b>Ourselves and Others</b>		
Mr. M: Everyone Is Special		Introduce Number People, Numeral Recognition
Ms. T: We Keep Ourselves Healthy	<i>Counting at the Zoo</i>	Counting
Ms. F: Everyone Has Feelings	<i>Match-Up Fun</i>	1:1 Correspondence
Mr. N: We Keep Ourselves Safe	<i>Look for Shapes</i>	Shapes
Mr. H: There's No Place Like Home		Counting, 1:1, Shapes
Ms. A: We're Helpers	<i>Solid Shapes</i>	Shapes
<b>Animals</b>		
Ms. P: Some Animals Live With People		Counting, 1:1, Shapes
Mr. Z: Some Animals Live in Zoos	[revisit <i>Counting at the Zoo</i> ]	Counting
Mr. B: Animals Get Ready for Winter	<i>Let's Make Patterns!</i>	Patterns
Mr. I: Animals Come in All Sizes	<i>How Do We Measure?</i>	Measuring
Ms. S: Some Animals Live on Land/in Water		Measuring
Mr. D: The Dinosaurs Are Gone		Patterns, Measuring
<b>Nature</b>		
Ms. U: What Goes Up Comes Down		Patterns, Measuring
Ms. V: Plants Give Us Food		1:1, Shapes, Measuring
Ms. L: The Sun Gives Us Light/Heat	<i>How Do We Tell Time?</i> [revisit <i>How Do We Measure?</i> ]	Measuring
Ms. W: There's Water Everywhere	<i>We Can Graph It!</i>	Graphing
Mr. O: The Circle of Seasons	[revisit <i>How Do We Tell Time?</i> ]	Matching/Sorting, Shapes
Mr. R: Flowers Are Beautiful		Matching/Sorting, Graphing
Mr. G: Earth Is Our Home		Matching/Sorting, Graphing
Ms. E: Living Things Grow and Change	<i>It All Adds Up</i>	Addition
<b>People and Places</b>		
Ms. J: People Travel in Different Ways	[revisit <i>We Can Graph It!</i> ]	Matching/Sorting, Graphing
Mr. C: People Come in Different Colors		Addition, Matching/Sorting
Ms. K: Kids Live All Over the World		Addition
Ms. Y: People Speak Different Languages	<i>How Many Are Left?</i>	Subtraction
Mr. Q: It's Good to Ask Questions		Addition, Subtraction
Mr. X: I Like Me . . . I Like You		Addition, Subtraction
Let's Celebrate!		Review all math skills



The Number People™





**cero**

**seis**

**uno**

**siete**

**dos**

**ocho**

**tres**

**nueve**

---

**cuatro**

---

**diez**

**cinco**

# The Number People™

# Portrait Cards

Illustrated by  
Tom Sperling



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